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ABSTRACT

In 1991 a working group from the Organisation of Eastern Caribbean States (OECS) released a report, the OECS Education Reform Strategy (OERS), which detailed proposed reform strategies for the region. This document summarizes the report's nine recommendations and responses to the report. The report was distributed to Ministries of Education and community-based stakeholders and a series of national consultations were held to prepare a regional action plan. This document outlines a program that reflects the elements that received the fullest support during the consultations. The broad goals of the proposed reform strategy included: (1) attainment of a significant measure of harmonization and integration of the education systems of the sub-region; (2) the qualitative development of the education system at the level of the school and the classroom; (3) improved management and efficiency of the system at all levels; and (4) improvement in the capability of tertiary education to foster economic competitiveness. Critical program areas are identified: management of the reform process; improvement of teacher skills and conditions of service; identification and implementation of innovative teaching and learning strategies; development of education facilities; and implementation of five key development initiatives. The preliminary OERS work plan and initial reactions from donor agencies are included. Appendices contain the OERS work program, OERS instruments and process, an individual county priority-program matrix, and terms of reference. (LMI)

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ORGANISATION OF EASTERN CARIBBEAN STATES (OECS) EDUCATION REFORM STRATEGY:

Report on Country Consultations and Work Plan

Prepared by
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U.S. DEPARTMENT OF EDUCATION
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BACKGROUND

1.0 INTRODUCTION

The Organization of Eastern Caribbean States Education Reform Strategy (OERS) originated with the decision of the Fourth Annual Meeting of OECS Education Ministers, held in Tortola, British Virgin Islands in October 1990, to work towards the preparation of a long-term programme for the reform of education in OECS sub-region.

With assistance from the Canadian International Development Agency (CIDA), an Education Reform Working Group made up of seven senior OECS educators was assembled under the Chairmanship of Professor Errol Miller of the Mona Campus of the University of the West Indies and charged with the preparation of the reform strategy.

1.1 Originating the Reform Strategy

The Working Group's approach to its task involved preparation of an initial analysis of the education system of the OECS countries entitled "First Thoughts on Education Reform of the OECS Working Group", on which Chief Education Officers and other specialists of the sub-region were invited to provide feedback. In addition, Group members held consultations with what the authors described as "a broad cross section of persons and interests in each country".

The Working Group availed itself of inputs from researchers and academicians by commissioning what were referred to as "state of the art reviews on several aspects of education in order to benefit from the best available knowledge on those aspects of the operation of education systems." Studies commissioned covered the future of primary and secondary education in the OECS, reviews of reforms in technical and vocational education as well as in the tertiary sector; the statutory organization of education in the sub-region as well as sector management and demographic issues.

In April, 1991 the Working Group held a consultation involving expert representatives from national, regional and international agencies, at which the authors of the above studies and reviews made presentations and led discussions on educational reform in the OECS. Six months after the commencement of its work, the Group released its report entitled Foundation for the Future: OECS Education Reform Strategy (OERS). The report is divided into two main sections. The first covers a description of the current state of education in the sub-region, as well as the objectives and processes used in generating the reform strategy. The second section covers a detailed listing and description of the strategies which are presented in nine categories as follows:

1. Harmonizing OECS education systems,
2. Early Childhood Education,
3. Primary Education,
4. Secondary Education,

5. Tertiary and Adult Education,
6. Terms and Conditions of Service of Teachers,
7. Management and Administration of Education,
8. The financing of Education, and
9. The Process of Reform.

2.0 SUMMARY OF RECOMMENDATIONS

2.1 Harmonization

The idea that the education system of the OECS states should be defined in terms of the sub-region, and not only in terms of eight separate national entities has been advanced by the Reform Group and firmly supported by government and non-government representatives during the consultations. Harmonization is seen as essential for transferability of qualifications, the efficient deployment of scarce human and financial resources, the sharing of educational experiences, efficient and cost effective delivery of training programs and the acquisition of goods and services from third parties on terms which will allow for the realization of economies of scale.

Harmonization is seen as crucial, not only with respect to the description of various elements of the education system, but as a sine qua non to the further elaboration of a regional approach to the development of programmes on the environment and language teaching. More importantly, harmonization is seen as a key element in the effective management of the sub-regional reform effort. To enable this process, the group recommended the pooling of technical resources along lines utilized by the Caribbean Examinations Council. Thus, an entity which may be designated the OECS Curriculum Committee (OCC), would be charged with identifying educational goals and strategies with respect to the development of primary and secondary curriculum; setting and evaluating performance norms and identifying or facilitating development of appropriate textbooks and other teaching and learning materials. Notwithstanding its sub-regional agenda, the Committee will be regional in outlook, working closely with the CARICOM/CARNEID Education Publishing Programme, CXC, the University of the West Indies and other regional initiatives.

2.2 Early Childhood Education

Recognizing the progress which has been made in this area, the dynamism of the non-government sector in the planning and delivery of appropriate services and the rapidly increasing demand for Early Childhood Education and Care, the Group recommended action with respect to the setting of standards, increased government assistance to NGOs, particularly in the areas of materials preparation, teacher training and parent orientation and participation. Here again, a central mechanism - say a Committee for Early Childhood Education and Care in the OECS (CECECO), may be established. With respect to its structure and membership the entity would reflect the current community orientation of this sector and would direct and plan programmes in teacher preparation and recognition,

materials development, and in empowering parents and the wider community for more meaningful participation in early childhood education.

2.3 Primary Education

Simply stated, the programme recommended for this area concentrates on improving the quality of education delivered at this level, with a view to laying the basis for more complex human resource development actions at the secondary and tertiary levels.

Its focus is on the reform of systems to promote effective transmission and retention of knowledge, attitudes and behaviors which contribute to the improved well-being of the individual and the viability of the economy and society. It seeks to improve

a. the environment (including the availability of educational logistics: which facilitate active learning and attention to individual students) within which teaching and learning takes place,

b. the preparation, on-going support and motivation of teachers and other education personnel.

c. school management and community (in particular parent) participation and involvement,

d. guidance and support structures for all students in particular those with special needs,

e. strategies for transferring pupils from primary to the secondary school,

f. the curriculum (to allow for promotion of problem solving skills, multi-lingualism, and an awareness of computer and communications technology) and the practices and materials through which it is expressed.

2.4 Secondary Education

There is consensus in the sub-region that secondary education should be, in the words of the Reform Group "re-conceptualized as (general) basic education". It should therefore be organized for flexibility and viewed as providing the necessary base, not just for further education but for technical and vocational education as well. Yet only a small portion of students entering the primary level graduate from the secondary sector. Reforms have therefore been recommended in order to facilitate greater attendance levels; greater success at CXC examinations; provision for the development and delivery of an Integrated Technology programme and appropriate pre-vocational programmes. The Group also recommended that attention be paid to programmes geared to improving the performance

for male students at this level. To facilitate the attainment of these objectives, the group recommended that attention be paid to:

a. installing a capacity for training and motivating teachers, principals and other education personnel,

b. curriculum design and implementation in order to promote schooling up to age 16,

c. specialization at the level of individual schools,

d. appropriate support structures (including distance teaching facilities) to promote access to quality instruction and instructional material and hence more effective learning,

e. construction of new plant and refurbishment of facilities (including laboratories and libraries),

f. articulation of secondary schooling with upper primary as well as post secondary vocational and further education programmes,

g. introducing new curricula and appropriate instructional practices which would allow for the identification of and focus on student interests as a means to promoting motivation of "non-academic" students.

h. development and delivery of an Integrated Technology Programme which would constitute the core of the Technical and Vocational effort at this level,

i. research meant to improve the performance and retention of male students.

2.5 Tertiary, Adult and Continuing Education

The main recommendations here are for significant increases in enrollments within the context of independent tertiary level institutions but with increasing attention paid to strengthening sub-regional and regional cooperation. This calls for significant capital investment in plant and facilities as well as in mechanisms which promote expansion of tertiary education, sharing of expertise, joint delivery of instruction across national borders, cooperation in materials procurement and instructor training and other actions designed to augment tertiary capacity generally and decrease unit costs.

Given the importance of non-traditional partners in the management and provision of tertiary education, particularly with respect to technical and vocational education, increased effort is advocated towards encouraging the private sector to be more closely involved in education not only of school-based populations but of adults as well.

Other recommendations are for the expansion of computer and information technology skills training, expansion of services to adult learners, improved teacher training and for the improved management of integrated tertiary institutions.

2 6 Terms and Conditions of Service of Teachers

The Education Reform Working Group accepted the view that improvements in the quality of education cannot be achieved without improvements in the professionalism, commitment and motivation of teachers. Thus, urgent attention is proposed for improving teacher salaries, benefits and working conditions, including access to adequate and appropriate educational logistics (human, technological and material support for student and teachers which are directed at improving the performance of teachers and students in the classroom). Improvements are also recommended for the teaching and learning environment, to allow for reasonable comfort of teachers: improvements to staff rooms and study areas, usually regarded as primary targets for cost-conscious builders.

One important recommendation refers to the need to improve national and sub-regional capacity for teacher preparation as a means to achieving a recommended target of a 90 per cent trained teacher service in primary and secondary schools by the year 2002. Importantly, the group recommends the professionalization of the teaching service complete with a capacity to pursue professional standards and a code of ethics and discipline among teachers.

2 7 Management and Administration of the Education System

The Education Reform Working Group has recommended (and again, this has been fully endorsed by educators during consultation on the published reform strategy), that the process of consultation with non-ministry partners, emphasized during the formulation of the reform strategy, should be institutionalized. Recognizing that the shortage of experienced and qualified technical and administrative staff is a major cause of failure in reform efforts, the Group recommended a. the pooling of education development specialists into networks charged with the planning and delivery of services, and b. the training and utilization of educational administrators on a sub-regional basis.

Also recommended is training for school principals to allow them to become effective educational leaders who are comfortable with the idea of empowering teachers and other members of the school community, to the point where they increase their perception of their own effectiveness, a key ingredient in teacher motivation.

2.8 Strategies for Reforming the Financing of Education

In order to facilitate an increase in the financial resources allocated to education, the Reform Group recommended the expansion of the responsibility for financing educational programmes beyond the confines of the state. With regard to securing greater efficiency and accountability as far as the use of these resources are concerned, the Group recommended the strengthening of the financial management of the Ministries of Education in the sub-region. Parents, private enterprise and the students themselves were identified as needing to be more active partners with the state in the financing of educational services.

2.9 Management of the Reform Process

The Organization of East Caribbean States Education Reform Strategy was seen as comprising a set of integrated actions which require management, not just at the regional level, but at the national level as well.

At the regional level, the Group saw the need for the installation of planning, coordinating and implementing mechanisms: an Education Reform Council, an OECS Reform Unit, and a Human Resource Development Institute.

Each ministry of education was advised to strengthen ministry reform management capability as well as to establish or strengthen those structures which facilitate provision of advise and support by non-ministry stake holders.

3.0 POLITICAL ENDORSEMENT OF THE OERS

The OERS has been discussed at several technical meetings, and has obtained the broad endorsement of OECS Education Ministers at their Fifth Annual Meeting held in Dominica in October 1991. For its part, the OECS Authority endorsed key components of the OERS and agreed that it would "constitute, subject to flexibility in keeping with national priorities, the center-piece of future activities in the education sector especially in the negotiating of regional programmes/projects involving assistance from the donor community." Concern was however expressed that the centralized mechanisms to be established to manage the reform process should be so structured that they **augment rather than overshadow the national institutional capability to implement reforms.**

4.0 CONSULTATION OF THE OERS: REVIEW OF THE PROCESS

Following approval of the OERS, the document was distributed to Ministries of Education and community-based stake holders, and a series of national consultations held, to facilitate "identification of regional projects of interest to the largest number of countries" and hence serve as the basis for the preparation of a regional action plan for the realization of the recommendations made by the Reform Group.

Recommendation for the preparation of this document was made by the OECS Education Reform Group which was anxious to ensure that consultation, which constituted a key aspect of the approach to originating the report, was also given prominence during its implementation. Thus, Strategies 61 and 62 recommend wide ranging discussion/consultations on the proposals at the national and sub-regional levels prior to the formulation of a plan that would "define phases in the implementation of the overall strategy." (OERS, p.98).

Consistent with the recommendations of the Reform Group, the OERS was published with the assistance of CIDA, and distributed to Ministries and to regional agencies engaged in education development activity in the sub-region. The OECS Central Secretariat communicated with Ministries of Education advising on the need for preparations for a consultation which would determine national priorities within the overall Reform Strategy, and the fact UNESCO/CARNEID had been identified to assist with the consultations.

No specific instructions were provided by the Secretariat as to the methodology to be adopted during the consultation, no uniformity was expected in the approach to the consultations. In planning their consultations some ministries returned to the persons who had participated in the consultations during the formulation of the proposals, while others interpreted the exercise as one in which ample opportunity was to be provided to national education personnel and their partners to relate the strategy to national priorities in Education. In a few countries, communications and time constraints made it necessary to obtain confirmations on ministry priorities following departure of the Mission. However, in every case, the mission left with a keen sense of the priorities of individual member countries within the framework of the OERS.

As was to be expected, there were differences in the weighting of priorities, reflecting national perceptions as to progress already attained in the various levels of the education system. Thus, the Leeward Islands tended to be relatively more satisfied with progress at the secondary level than was the case of the Windward Islands. One should note that even in countries where far reaching reforms at the secondary level had been pursued, there were calls for concerted attention to be paid to problems being experienced (identification of appropriate curricula and issues relating to standards of attainment) as a result of the elimination of the common entrance examination. **Across the island chain, however, the primary concern was with the attainment of quality in the education system, and hence with the introduction of innovative systems, structures and practices which would impact positively on quality of the outputs of the education system in the sub-region.**

The following integrated programme is meant to reflect the elements of the OERS which obtained the fullest support during the consultations. It should be noted from the outset, that what is intended is not a discrete listing of needs, but the formulation of an integrated regional reform programme designed to transform the structure, content and functioning of education in the sub-region.

In summary, the broad goals of the proposed reform strategy are firstly, the attainment of a significant measure of harmonization and integration of the education systems of

the sub-region. Secondly, the qualitative development of the education system at the level of the school and the classroom. Thirdly, improved management and efficiency of the system at all levels, and finally, improving the capability of the tertiary education sector to underpin endeavours to adjust the economic structure of the sub-region and to foster competitiveness.

5.0 CRITICAL PROGRAMME AREAS IDENTIFIED BY OECS MEMBER COUNTRIES

For the purposes of the Long-Term Work Plan, it is proposed that the critical areas identified by the OECS member states for regional action (**See Matrix of Country Priorities at Appendix C**) be aggregated into six (6) broad categories as follows:

1. Installation of a capacity for management of the Reform Effort at the Regional level,

2. Actions at the national level meant to strengthen the capacity of the Ministry to implement/coordinate the Reform Effort at all levels,

3. improvement of teacher training capacity as well as the professionalism and motivation of teachers,

4. reform of curricula and the improved availability of learning materials at the pre-primary, primary and secondary levels and the identification and implementation of systemic innovative teaching/learning strategies,

5. improvement in quality of the educational plant and of its capacity to accommodate a greater number of students at all levels,

6. promotion of Key Developmental Initiatives (at the Tertiary level) in five (5) areas, designed for the most part, to contribute to competitiveness by underpinning the economic development plans of OECS member states:

    i. Science and Technology

    ii. Technical/Vocational Education

    iii. Entrepreneurial Education

    iv. Multi-Lingualism

    v. Education for the Promotion of Knowledge Intensive Services.

5.1 Programme Area 1. Management of the Reform Process

5.1.1 National Level

Though the mandate of the Mission was to identify national priorities which would serve as the basis for regional projects, it was clear to all concerned that the fullest attention must be paid to the management of the reform process at the national level as well. In essence, the ministry and its partners should be mobilized to implement priority programmes with its own human and technical resources as well as those generated by the regional initiative. Serious consideration should be given to the establishment of an Education Reform Unit within the Ministry of Education.

Included within this broad programme area, also, is a commitment to increasing the structured participation of community-based stakeholders in the consultation process; improving school and ministry-based management and information systems, increasing budgetary and policy analysis skills and procedures to allow for increased access to resources for education, as well as greater efficiency in the use of resources which education is able to access.

Objectives

To strengthen the managerial capacity of the education system of the individual OECS members states across levels and to transform the environment within which the management function is carried out

To strengthen strategic policy analysis capabilities, including new approaches to the financing of education.

Programme Components

Review of the Ministry and Division of Education with a view to improving its structure and methods of operation in order to facilitate identification of educational goals and linkage of these goals with national socio-economic objectives

Orientation of senior management personnel to the strategies associated with team planning and management

Operationalization and where necessary strengthening of consultative and management mechanisms in order to enable appropriate levels of participation and consultation of stake-holders in the reform process

Assessment and provision of assistance for the establishment of programs aimed at strengthening the management of schools and the process of school-based management

Preparation and release of a Five Year Education Reform Work Plan complete with strategies and officers identified to lead the reform effort in each area

Utilization of technical resources available internally or externally, to organize training programmes for sector managers in the implementation of educational projects

5.1.2 Regional Level

Whereas management of the national aspects of the OECS reform programme can be provided from resources which are already in place, the management capacity for the regional aspects of the programme must be installed. **The main tasks of this management capability will be to ensure the availability of project inputs which would facilitate a cooperative and approach to the reform process, and to work towards the integration and harmonization of the education system (as well as its legal framework) in the sub-region**. This must involve the establishment of a close working relationship with Chief Education Officers, technical service providers at the sub-regional and regional levels.

Objectives

To establish a dynamic reform management capability at the Central Secretariat to oversee, coordinate and access inputs for the reform process and to articulate the regional components of the reform strategy with national structures and programmes

To assess and assist on-going initiatives for strengthening national capability for policy analysis at the ministries of education and finance (Note (CARICOM COMMONWEALTH SECRETARIAT project being formulated)

To establish a Management information System for Education in the OECS with accent on the collection and use of information for education planning, access to and utilization of technical resources in education and on information designed to assess various aspects of primary secondary and tertiary education in the sub-region.

Programme Components:

Establishment/operationalization of an OERS Reform Unit (to be comprised initially of a Programme Manager and Education Planner with administrative support staff)

Operationalization of an OECS Education Reform Council comprising Permanent Secretaries with observers (when appropriate). The Council will be supported by a number of task forces (working independently or with

executing agencies and technical expertise funded by donor agencies) or regional technical service entities.

Assessment of on-going initiatives (COMMONWEALTH SECRETARIAT/CARNEID/CARICAD) with a view to building on and possibly incorporating these initiatives into a comprehensive ministry Administrative Reform Programme

Establishment/operationalization of an OECS Curriculum Committee to promote establishment of norms and harmonization at the primary and secondary levels

Establishment of a capacity for training secondary principals and heads of tertiary level colleges in the sub-region

Completion/distribution of a model Education Act which would serve as the basis for updating of education laws and regulations in the sub-region.

Assistance Required

Short-Term Technical assistance - Project Formulation, preparation of appropriate base line data, preparation of counterpart national programs, preparation of operational guidelines/manuals,

office furniture and equipment,

long-term project management/implementation,

status reports and surveys,

training needs assessment and delivery of training,

sub-regional meetings, consultations, task forces and workshops,

evaluation.

5.2 Program Area 2. : Improvement of Teacher Skills and Conditions of Service

This programme will address the need to improve the skills of educational personnel in all areas of the educational delivery system. It will include a review of current teacher training programmes and capacity as well as a programme to strengthen the capacity to deliver teacher training programmes on a sub-regional basis within the context of rejuvenated centers of specialization. Operational research will also be undertaken with a view to obtaining information on strategies for improving the motivation of teachers.

Without a capacity to produce skilled and committed teachers, the reforms will not be sustainable. The question of motivation and hence of improved status of teachers is therefore to be a subject of further research and policy formation.

Innovative teacher training strategies and programmes being implemented in the sub-region (the OCOD distance training programme is a good example of innovative teachsr training practice which merits examination for its general applicability).

Included in this programme area as well, is the question of improving the environment within which teachers function as promoters and facilitators of learning. The need for improvement of the physical environment will be further elaborated elsewhere. School-based practices which stimulate teacher creativity and hence confidence, will also be subsumed in this programme. Another crucial element which has been accepted is the idea of supportive or developmental assessment of teachers: an approach to performance evaluation characterized by a desire to support and work towards the professional development of teachers.

The persons and agencies consulted were universally supportive of the need to see the question of teacher training and motivation approached from a regional rather than a national perspective.

Objectives:

To improve the quality of teachers through the introduction of improved teacher preparation practices and programmes (pre-service and in-service teacher education) in the OECS

To identify and operationalize appropriate strategies for increasing teacher motivation and professionalism

To orient teachers to new and effective teaching strategies and forms of classroom management.

Programme components:

5.2.1 **National**

It is assumed that a national committee or other entity will be established to interface with the regional aspects of this programme and hence with the University of the West Indies and the donor agencies interested in or invited to participate in this area. This entity could be under the Chairmanship of the Chief Education Officer, with the Head of the Teacher Training College as programme director.

In undertaking the substantial research agenda which is implied in this programme, the National Reform Unit of the Ministry will have access to technical expertise from regional

and non-regional institutions as appropriate. The programme will be implemented in close association with the UWI Faculty of Education at Cave Hill.

Assessment of current in-service capability and effectiveness, with a view to expansion and improvement of that capability

Assessment and improvement in the overall capability of teacher training colleges and establishing communications linkages between tertiary level campuses

Assessment and reform (where necessary -introduction) of the system of peripatetic teacher support and other services including teaching resource centers

Training for educational specialists (including and educational logisticians) across levels

Assessment of pre-service options and installation of a pre-service capacity at national tertiary level colleges

5.2.2 **Regional**

The OECS Education Reform Unit and its appropriate regional teacher training instrument, will work towards harmonization of teacher training standards, curricula and facilitate cooperation among teacher training colleges. The Unit will coordinate resource acquisition for national and regional programmes and projects. In addition it will facilitate joint research into teacher training strategies and will prepare guidelines on strategies designed to improve teacher professionalism and motivation.

Assessment and reform of systems for school-based teacher training

Investigation into appropriate approaches to pre-service teacher training at the primary and secondary levels and the preparation of appropriate guidelines

Harmonization of assessment and certification of teachers and education logisticians operating at the school level

Investigation of options for teacher motivation and introduction of appropriate strategies including those pertaining to improved remuneration and or benefits of teachers including those involved in pre-school sector and preparation of reports and guidelines.

Assistance required:

- Technical assistance for project design, management & implementation (linkage to projects designed to improve the environment within which teachers operate),
- preparation of appropriate reports and base line data,
- training of teacher trainers, researchers and peripatetic personnel,
- preparation of operational guidelines, manuals,
- financial support for sub-regional meetings, consultations and task forces,
- linkage with national programmes for teacher preparation and upgrading,
- programme evaluation.

5.3 Programme Area 3 : Identification and Implementation of Innovative Teaching and Learning Strategies

Much of what goes on in the classroom by way of instruction practice is still very traditional. Past and on-going research in the region and overseas as to the factors which make for effective learning has not yet been translated into innovative teaching styles and management strategies at the level of the classroom.

In addition to effective teacher training, well motivated teachers, availability of appropriate accommodation and facilities, the identification of appropriate curricula the culture of the classroom are most crucial to successful learning and the attainment of quality. For the Caribbean, the focus of attention will have to be on curriculum and classroom management at both the primary and secondary level. The secondary level is particularly problematic, with less than satisfactory results being attained at the CXC examinations.

This programme, involving investigation into teaching strategies, materials and methods as well as appropriate support systems (technology-based as well as human), will involve regional institutions (UWI faculties and the ISER) and close cooperation among the teacher training colleges in the sub-region. Having identified appropriate strategies, the project will package and distribute them and will encourage teacher training colleges and schools to experiment with and adopt these strategies.

Objectives:

- To transform the management culture of the classroom and thus to contribute to improved learning

To facilitate further development of the pre-school education sector, by providing support for private sector efforts to improve the sector.

Programme Elements:

5.3.1 **National**

The proposal here is for the establishment of a process which would allow national educational authorities to work together to assess the curricula and current instructional practices which obtain at the level of the classroom, with a view to their improvement. Using standardized instruments prepared at the regional level, national technicians will prepare status reports and base-line data. Problem areas as well as examples of excellence as far as teacher initiative and instructional practices will be identified.

Importantly, the national curriculum mechanism will assess and operationalize innovative practices identified at the regional level.

Preparation or assessment of base line reports on curricula and teaching practice in each country

Provision of small grants to teachers to implement reforms in the area of classroom management and instructional practice

Encourage school based experimentation with innovative strategies for improving learning

Formal long term training of educational personnel including those in curriculum design assessment and evaluation.

5.3.2 **Regional**

The challenge at this level is mainly to facilitate resource acquisition and the availability of technical assistance to undertake the development and harmonization of curriculum, the joint preparation of materials and facilitate training and exposure of national technical personnel and teachers to new teaching strategies and classroom management practices. Also crucial, is the articulation of these activities with the national reform effort.

Installation of a regional mechanism (an OECS Curriculum Council) for curriculum review and for provision of assistance to improve national capacity for curriculum development implementation and monitoring

Introduction of mechanisms for improved access to and development of educational materials including textbooks and science equipment

Harmonization of curricula, assessment and certification of teachers and other education logisticians operating at the school level

Commission research into appropriate methods for improving the effectiveness of the teaching learning process at the primary and secondary levels

Review teacher training strategies with a view to bringing innovative practices to bear on the preparation of teachers as far as classroom management is concerned

Review of the secondary delivery system and the adoption of measures designed to improve the curriculum and instructional practice at this level

Review of the functioning of centres currently delivering early childhood education and care with a view to improving the regulatory framework as well as other government interventions in teacher preparation, materials development facilities development

Assistance required:

Technical assistance for project design, management and implementation,

funding to improve research capability within the sub-region, and establishment of linkages with appropriate research institutions within and outside the region,

implementation of research programmes designed to provide information with respect to the improvement of professionalism and status of teachers, and into effective learning strategies,

preparation of operational guidelines/manuals, financial support for sub-regional meetings, consultations and task forces,

programme evaluation.

5.4 Programme Area 4. Development of Education Plant and Facilities

This programme recognizes the critical link which exists between the quality of school plant and facilities and effective teaching and learning. Current school designs are for the most part inappropriate, a consequence of (among other problems), inadequate consultation and input from education personnel. Further, the financial and budgetary restrictions faced by educational administrators have resulted in a situation where scant attention is paid to provision of resources for the systematic maintenance of plant and facilities.

The programme will involve the refurbishment and upgrading of school plant and facilities. In the BVI, Montserrat and St. Kitts, the need within this pogrom area is for general refurbishment and in instances, expansion of school buildings rather than for the

construction of new facilities. In the Windward Islands on the other hand, the need is for assistance both with refurbishment and upgrading as well as the construction of new facilities at the primary, secondary and tertiary levels.

Additionally, the programme will facilitate research into and installation of systems which will allow greater community inputs into school maintenance.

Objectives:

- To render current school plant and facilities more conducive to effective teaching and learning and hence improving the effectiveness of the education delivery systems generally

- To identify and implement a school maintenance system which will among other objectives, allow for greater community contribution to the maintenance of schools.

Programme Components:

5.4.1 **National**

- Survey of plant and facilities and the preparation of reports and recommendation for improvements where necessary

- Increase in the capacity of existing pre-primary, primary, secondary and tertiary facilities through expansion of current facilities or construction of new facilities where necessary

- construction of teacher support facilities (teacher resource centres) where necessary

- refurbishment of pre-school, primary, secondary and tertiary facilities.

5.4.2 **Regional**

- Origination of appropriate architectural designs for primary and secondary schools which could serve as models for construction activity at the national level, giving due consideration to arrangements which facilitate improved natural cooling and provision of spaces which support the curriculum

- Construction of Model primary schools in each country

- Establish a mechanism for the identification of standards and the preparation of guidelines for use of educational spaces, and the monitoring of these standards

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- Identification of appropriate maintenance regimes and investigation into a more dynamic role for the wider and the corporate community

- Resource acquisition for construction and refurbishment of plant at the national level.

Assistance required:

- Technical assistance with project formulation.

- funding for project management/implementation.

- funding for process to originate school designs.

- funding for the construction and refurbishment of plant and facilities.

- training of maintenance personnel.

- preparation of operational guidelines/manuals.

- funding for sub-regional meetings, consultations and task forces.

- evaluation.

5.5 Programme Area 5. Implementation of Five Key Development Initiatives

Apart from the crucial task associated with the improvement of teacher status and competence, the development and delivery of primary and secondary curriculum and fostering improvements in the integrity and functionality of school buildings, there is the need, recognized by the Reform Group as well as persons involved in the consultations, for key initiatives designed to provide human resource development support for the on-going effort to modernize their economies in a manner which allows for structural transformation.

The understanding is that human resource development effort should be both general (with regard to the improvement of basic education) and specific (in terms of its contribution to the attainment of what Porter (1990) refers to as "competitive advantage", and what Demas (1980) refers to as "an internal dynamic for growth and development". It is also recognized that higher education must contribute, not only to the attainment of competitive advantage, but to the development of other components of the education system as well.

During the consultations, and in particular, the public sessions, community and private sector interests stressed the need for skills training in support of what was envisaged as the future growth areas in the Caribbean. These included the development and marketing of specialized knowledge intensive "services": computer and communications based information services; development of saleable education services; other specialized services in law, engineering and design; bio-technology seen as providing a fillip to agricultural

development and agro-processing and generating innovations to allow for a return to competitive advantage in tourism services.

One element which is common to the strategy for the development of the Key Initiatives is the development of tertiary education capacity. The promotion of these initiatives also imply the need to establish research partnerships between Centers of Specialization and appropriate partners within and outside the region. It is expected that these partnerships will result in the installation of a capability to engage in meaningful research and development and the ability to translate research results into competitive advantage. Thus, in the crucial area of Science and Technology, the need is not just for improvements in the ability of the sub-region to deliver training in the "academic sciences", but for improvements in the translation of scientific principles into commercial/economic potential.

It is clear, moreover, that the competitive advantage which is being pursued cannot be achieved simply by developing human resource capacity in these areas. Also important is a concerted and well planned effort among all stake-holders, not just within countries, but among the Caribbean nations as well; that effort being directed at creating, through appropriate investments and support for entrepreneurial initiatives, the environment within which human resources could operate and flourish.

Objectives:

To develop the tertiary sector in the sub-region and hence improve its capability for planning and delivery of programmes in Science and Technology, Technical/Vocational Education, Entrepreneurial Education and Multi-lingual Education

To develop appropriate education programmes for the promotion of regional competence in knowledge intensive services

To develop a capability to plan and deliver appropriate adult and continuing education programmes.

Programme Components:

The developments in tertiary sector capacity being contemplated assumes from the very outset, agreement with the idea that the OECS tertiary capacity should be interpreted in sub-regional terms, particularly within the context of the Centres of Specialization programme. The primary responsibility of the Reform Unit, in this area, is to concretize what is up to now a laudable statement of intentions by national authorities.

Involved in the process will be dialogue and negotiations between Tertiary Colleges and hence Ministries to determine on the distribution and location of regional centres of specialization, their management as well as articulation between these sub-regional centres and national state or community colleges.

The Reform Unit will be expected not only to manage this dialogue, but to secure assistance for the development of sub-regional capability in each of the five Key Areas. In this, the Reform Unit will make use of appropriate regional entities already existing. Thus, developments with regard to Entrepreneurial Skills could be managed through the Regional Training Board established within the context of the CDB/World Bank Technical Vocational Project. Other sub-regional coordinating entities will be convened as necessary.

Regional

Establishment of a sub-regional mechanism along the lies of the Association of Caribbean Tertiary Level Institutions (ACTI) -- a sub-regional branch of that entity working in closely with the Reform Unit would seem appropriate

Establish appropriate sub-regional programmes in these areas using the Centers of Specialization Model (e.g. Establish, in partnership with Cable and Wireless, an Centre of Specialization in Telecommunications and the Media)

Prepare guidelines on the operation of sub-regional Centres of Specialization

Coordinate provision of technical and financial assistance to the individual Centres as well as to other tertiary programmes at the national level

Organize a programme of instructor training, both at recognized tertiary institutions (regional and extra-regional) and in-house

Assess and further support initiatives for the development of a sub-regional capability in the delivery of adult and continuing education services and systems

Strengthen the capability of the OECS Sports Desk and Ministry Sports Departments to assist with the promotion of Physical Education in the sub-region

Promote the Development of Fine Arts as an integral part of the curriculum of secondary schools and the tertiary level colleges in the sub-region.

National

The primary responsibility for upgrading the status and operations of tertiary education facilities in each country rests with the Ministry of Education or the Board or Commission to which this responsibility is delegated. The enthusiasm of national authorities for strengthening tertiary capacity as a key element in the campaign to promote human resource development is already quite evident from the documentation. The need now is for the realistic assessment of the current structures, management capability and provision. This is the prime area of national responsibility. Of crucial importance also, is the question of strengthening the linkage

between the programming of the college and national manpower needs and with the general economic thrust of the country.

Review of tertiary level capacity to plan and deliver programmes in the above areas, but with particular regard to a. implementation of appropriate research, b. curriculum reform and materials development, c. teacher preparation, d. development of facilities

Rationalization/consolidation of tertiary delivery systems

Formalization of relations with the private sector to promote the participation of this sector in skills training and the acquisition of on-the-job experiences

Develop management systems and training

Develop critical physical infrastructure and appropriate equipment and facilities where necessary

Institute instructor training programmes as well as those designed to upgrade the status and conditions of work of instructors

Develop programmes to facilitate articulation of the key development initiatives with the formal and informal education structures

Assistance required:

Technical assistance with project formulation,

funding for project management/implementation,

funding for harmonization of the planning process,

funding for sub-regional meetings, consultations and task forces,

training awards for key technicians and instructors,

funding for strengthening of adult and continuing education systems in the sub-region,

preparation of operational guidelines/manuals for Centers of Specialization and

evaluation of progress.

6.0 OERS WORK PLAN

The attached Work Programme (**See Appendix A**) is by necessity preliminary. It will benefit from further consultation with the Central Secretariat and educational officials at the national level. One recognizes moreover, that the Reform Unit to be established, will, (and this is quite legitimate) following its initial meeting and those of its executive organs, establish their own time table and their own priorities.

In light of this, one may argue that the work plan may be too detailed. In fact, the presentation of this volume of detail at this stage is meant, firstly, to facilitate analysis of the sequencing of the reforms. This is important given the need to respond, not only to the urgent need for action in key areas, but also to accommodate extra-regional initiatives in which the OECS has an interest. Finally, it is hoped that the detailed action plan will serve to emphasize the complexity of the reform agenda and hence the need for its proper coordination and management.

6.1 The Reform Unit

The Establishment of the Reform Unit will constitute the major innovation in the structure of the OECS education system in the early stages of the reform programme. In the first place the Unit will be the embodiment of the commitment on the part of the governments of the sub-region, to assign leadership in the implementation of certain key education functions and in provision of key services to the regional level.

Initially, these will include **curriculum planning and harmonization, materials development, legal reform, management and teacher training, management information and research.** Additionally, the Unit will **constitute a critical vehicle through which scarce technical and financial resources are brought to bear on national reform programmes. In this regard, the Unit will be expected to play a significant role in negotiations with donor agencies and the exchange of technical personnel as well as information.**

From information available from the Central Secretariat it seems clear that January 1993 has been targeted as the formal commencement point for the reform programme. In view of the importance of the task of preparing for its commencement, it is crucial that the Unit be operationalized preferably before agency representatives arrive in the region for project identification and preliminary formulation. Ideally, the Unit should be financed by OECS governments from the outset, rather than being a component of the Reform Programme. However, if this is not possible, OECS governments should commit themselves to taking on this crucial responsibility as soon as possible.

Despite the fact that national technical personnel will be expected to play a key role in the implementation of the reforms (**See Appendix B**), it is clear that there will be great demand for the services of top level experienced technicians to direct the reform effort in the priority areas. The Reform Unit must therefore be seen as having a management and coordinating function as well as a technical leadership function. **It is therefore proposed that the Unit**

involve an inner core comprising a Programme Director, an Education Planner and an Administrative Secretary. This core will be supplemented by technical leaders as required to implement the priority reform projects and programmes. Considerable care should be exercised to ensure that the Programme Director is adequately qualified and experienced and is likely to command the respect of representatives of the donor agencies and regional institutions to be involved in the programme.

The Reform Unit will also be dependent on other technicians for the implementation of project activities. Thus, some research and programme development work will in part be executed by researchers based at regional institutions or within the Ministries of Education. Since the intention of the strategy is both to generate research information and to promote the development of institutional capacity within the OECS, the modalities identified for programme execution will have to be carefully chosen to facilitate close participation and involvement of educators and educational institutions (particularly tertiary institutions) in the execution of programmes. This should be made mandatory both in cases where work is being commissioned by the Reform Unit, or being implemented on its behalf by a funding agency.

It appears that this policy could best be operationalized through the Centers of Specialization Programme. Thus, developmental work in Early Childhood Education should preferably be undertaken by or in close association with an entity in the sub-region which has been identified and recognized by all as the Center of Specialization in Early Childhood Education and Care. If an agency agreed to provide technical and financial assistance to the sub-region in that area of specialization, representatives of the agency providing technical assistance should be based at and sub-regional initiatives directed from that Center. It is expected that this approach will facilitate the development of an indigenous and institutionalized capability in that subject area.

Of course, donor agencies have different methods of operating with respect to the implementation of projects. It is conceivable, for example, that the World Bank would wish to repeat the modality adopted for the OECS Technical and Vocational Project by building up the capability of the CDB for project implementation and supervision. It may be prudent, however, for the OECS to argue for the location of critical technical personnel at the Central Secretariat, forming a critical mass with personnel of the OECS Reform Unit, allowing administrative personnel to remain with the CDB.

6.2 The OECS Reform Council

One of the significant functions of the Reform Unit, will be to maintain the integrity of the Reform Programme which must be implemented as an integrated whole. The task of monitoring the work of the Unit to ensure that the integrity of the reform effort is maintained, will be assigned to the OECS Reform Council. Made up of Permanent Secretaries Education from OECS member countries, the Council will meet initially every four months, and will be responsible to the Ministers of Education for the conduct of the Programme. The Council will approve of the Work Plan of the Reform Unit, authorize approaches to donor

agencies and regional institutions, commission research, oversee the progress towards harmonization and facilitate articulation of national and regional reform efforts.

6.3 Reform Implementation Committee

It has already been suggested that a critical function of the regional mechanisms to be established involves back-stopping the national effort at education reform. However, the responsibility for formulating and implementing the national education reform programme (albeit with assistance from the Reform Unit) rests with the national authorities. Close attention must therefore be paid to strengthening the reform management capability at the national level, allowing hopefully for **the emergence of a team management approach to implementing the reform programme**. As the chief education technician in the country, the Chief Education Officers with will be expected to undertake the leadership role, both with respect to the origination and implementation of the national reform effort.

In addition, the Chief Education Officers are expected to work together and with the OECS Education Reform Unit to ensure appropriate articulation between national reform programmes and between national programmes and the regional mechanisms. Much of this will be done within the context of networking which is already fairly well developed among the Chiefs. In fact, an Association of Caribbean Chief Education Officers has been recently established, and the OECS branch of this association could provide the context for the intensive networking and professional development activities which the reform programme demands.

6.4 Initial Implementation of the Reform Agenda

In view of the complexity of the Reform Agenda and of the need to ensure that the initial reform effort is **manageable** it is proposed that during the first phase of the programme, the Secretariat and OECS Member countries focus their attention on:

a. ***Installation of a regional capacity to coordinate and manage the reform effort, and the promotion of the integration and harmonization of education in the OECS through the establishment of a centralized Education Reform Unit,***

b. ***Ministry organizational reform and management training for senior education leaders and school principals,***

c. ***Harmonization of primary curricula and the provision of text-books at the primary level,***

d. ***Establishment of a capacity and structure for the systematic collection of statistical and management information on a sub-regional basis,***

e. ***Assessment/Improvement of Teacher Training Colleges, particularly with regard to their capacity to deliver teacher training services generally, and in particular in the delivery of in-service teacher training programmes,***

f. ***Attainment of quality at the secondary level, including the introduction of new curricula (Integrated Technology as well as one directed at the first three years of secondary education) and research into the factors limiting the success of male students at this level,***

g. ***Improving Tertiary Education facilities, management and programming to allow for the more direct association of tertiary education with the manpower needs of the society and economy.***

The approaches to donor agencies as well as the structures established at the regional level, should reflect these priorities.

6.5 Relations with the Advisory Task Force on Education

Another aspect of the work of the Unit that can be predicted but not programmed, is a significant degree of cooperation between the sub-region and wider regional initiatives, particularly those being pursued by the CARICOM Advisory Task Force on Education. Several of the reforms advocated by the OECS Education Reform Group, are on the agenda of the Advisory Task Force, whose work has been adversely affected by inadequate funding. These include Teacher Education, Innovation and New Curricula, Language and Communication, the expansion of technical and vocational education and the development of a regional approach to educational reform. Clearly in some areas, the essential interests of the OECS lie in participation in the CARICOM wide reform effort. This is particularly true in those areas that are likely to result in the preparation of new teaching and learning materials and where large print runs are crucial to enabling access at reasonable cost.

It must be noted, however, that with regard to the development of management capability, policy analysis, planning and information systems, the countries of the OECS have been late entrants in the game and therefore have a legitimate argument for immediate action aimed at strengthening these systems within the framework of a region-wide education reform movement. Thus, there can be no reasonable argument against reforms which aim at sub-regional harmonization of the primary education system, or the reform of management and planning structures or the greater articulation of tertiary education facilities and programmes. Nor can there be any argument against efforts to improve plant and facilities, to provide laboratory equipment and other learning/teaching materials as well as other logistical and pedagogic support for teachers.

Further, the work of the CARICOM Advisory Task Force is predicated on the need to undertake research as a basis for making recommendations for fundamental reform of the education system. It can be argued, therefore, that the OECS Education Reform Programme has much to offer -- a virtual laboratory for testing and assessing many of the strategies

contemplated by the Task Force. Far from being regarded as a programme running counter to the time table of the wider CARICOM reform initiative, the OECS Education Reform Strategy should be viewed as providing an excellent opportunity to operationalize and assess reform strategies and to determine their applicability to the wider region.

Again, assessment of reform projects implemented in developing countries suggest the importance of piloting innovations prior to systems wide introduction. Here again, the sub-regional initiatives can be interpreted as providing the resources for piloting innovative strategies prior to attempting to implement them throughout the region. This paper therefore supports the call made at the recent meeting of the Standing Committee of CARICOM Ministers of Education, for early discussions be held with CARICOM Education Task Force aimed at arriving at a new vision of the OECS Education Reform Strategy.

6.6 Relations with the Office of University Service (OUS)

Another entity with which close cooperation is mandatory is the Office of University Services. The OUS's central mandate is the improvement of tertiary capability in the Non-Campus Countries. Given that mandate and the recognition that the capacity for staffing the primary, secondary and technical components of the present education system, and for generating and managing innovative activity in the new growth areas (information technology, bio-technology, services and computers), depends on tertiary education capacity, it is all the more crucial that the development of systematic cooperation be given top priority.

6.7 Relations with UWI, CARNEID & CXC

Reference has already been made to the views of the Reform Group, that close attention be paid to the strengthening of relationships with regional entities as a means to attaining project objectives. The above entities already have established structures and close working relationships with the OECS countries and with the wider region as well. Thus, the UWI has been a key player in several aspects of education development in the sub-region: teacher training, curriculum and materials development, distance training and tertiary education generally. Recently, there has been evidence of an increased dynamism in the University's outreach programme for the non-campus countries, a development that has been recognized by several donor agencies through support for the University's institutional development programme. The University has therefore positioned itself to provide increased support to the OECS countries, a posture that coincides well with the OECS Education Reform Strategy.

Over the years, the Caribbean Network of Educational Innovation for Development (CARNEID) has directed a major portion of its programming resources to the OECS. It has been active in the areas of Education Planning and Policy Formation, Coordination and Professional Development for Chief Education Officers and Permanent Secretaries, Curriculum and Materials Development and Drug Abuse Education among others. A review of the Network is currently underway which is likely to see the network intensify its focus on

development of information systems, on programme monitoring and on innovative materials development. Already, the Network has been identified to play a key role in the development of a textbook and materials programme for the sub-region, a programme which will be implemented in partnership with the University and the Caribbean Examinations Council, itself expected to play a key role in the development of measurement and testing capability within the context of the OECS Education Reform Programme.

7.0 INITIAL REACTIONS FROM DONOR AGENCIES

7.1 The British Development Division in the Caribbean (BDDC)

British Development Division in the Caribbean has expressed interest in providing assistance to the Reform programme in the area of Teacher Training. Support for current initiatives (support for technical/vocational Centers of Specialization) is likely to continue. The University of the West Indies (Cave Hill Campus) has been identified as the implementing agency for the Teacher Outreach Programme. The BDDC will be open to suggestions for the implementation of creative modalities that will see tertiary colleges in the East Caribbean executing teacher training programmes in collaboration with the Faculty of Education.

BDDC bi-lateral assistance to education for country projects continues to be available to those countries that have indicated to the BDDC that the education sector should be a focus for assistance within the context of the bilateral programme.

With regard to the Non-independent member states of the OECS --British Virgin Islands and Montserrat -- the BDDC has a mandate for assistance in Education development and hence support for national components of the reform effort is guaranteed.

7.2 Inter-American Development Bank (IDB)

Recently the Bank fielded a Discussion Mission and its final report has not yet been issued. It may be concluded however, that the IDB recognizes the importance of the Educational Reform effort and is prepared to work in cooperation with the OECS and other Agencies in realizing the objectives of the Reform Initiative.

Support for the programme could be made available through the IDB's Multi-Sectoral Credit Line to the Caribbean Development Bank. That facility could be used to finance capital projects as well as institutional strengthening. Other resources will be made available indirectly through the University of the West Indies which is seen by the IDB as the premiere regional institution for the delivery of human resource development programmes.

In documents prepared for the Discussion Mission, a figure of US$ 20 mill was mentioned as a possible loan allocation to the OERS. The OECS Central Secretariat as well as individual countries may regard the Bank's resources as an option with respect to the construction of schools and other major capital facilities.

7.3 United States Agency for International Development (USAID)

The USAID has reviewed its position on assistance to Education and will, with effect from Financial Year 1994 (actually commencing in September 1993), resume assistance for Educational Development.

The current strategy of the Regional Office focuses on three key areas: the Environment, Economic adjustment and diversification and Mitigation of socio-economic dislocations. The specific educational programme to be developed will fit into this framework. The exact direction of programming will be determined following the fielding of an assessment mission expected during September or October. The mission will not be preparing its own assessment, but will use the documents: World Bank, the OERS and other position papers already available in the region as the basis of their study. An initial figure of US $5 mill. has been earmarked for education in the OECS.

7.4 Canadian International Development Agency (CIDA)

CIDA has been from the beginning the major supporter of the Reform Effort, assisting with the Generation of the Strategy, its publication and with further dialogue with OECS Ministries of Education and other stake-holders in the sub-region. It is also assisting with the harmonization of the legal framework for educational reform in the sub-region and with strengthening the capability of the Central Secretariat to coordinate the reform process.

In addition, the Agency is prepared to assist with the establishment and operations of the Reform Unit, and the improvement of management systems for educational reform and with the development of affordable learning materials as well as other areas of the Reform Effort. Some CDN $15 mill in grant funds has been indicated for the implementation of aspects of the Reform Programme.

7.5 European Development Fund (EDF)

The EDF has already been active in providing support for the development of education in the sub-region. Three categories of assistance have been provided. Assistance for the development of physical infrastructure for the tertiary sector, the services of a Regional Educational Adviser (tertiary) and assistance with Secondary Teacher Training through the Office of University Services.

There is strong interest on the part of the EDF in continuing involvement in the Tertiary Education Programme, particularly with respect to strengthening its regional and cooperative elements: Centers of Specialization, Teacher and Instructor training and the promotion of distance training capability. Another area of interest may be the provision of technical assistance (if this is requested) to foster the linkage between the education system and the economy.

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7.6 The World Bank

The World Bank which has already provided loan funds for the current OECS Technical and Vocational Education Project has expressed keen interest in providing further support for education reform in the sub-region. In order to clarify needs and to identify implementation modalities, a study "Access, Quality and Efficiency in Caribbean Education: A regional Study" was commissioned and released.

In large measure the conclusions reached in the study are consistent with those arrived at by the OECS Reform Group. Differences have been discussed, and the Caribbean position considered. Some important areas of difference persist - with regard to financing of the reform effort and the most appropriate focus for educational investments. US $7.6 mill (Bank) and US $7.6 mill (IDA) have been set aside for actions which would raise "the standards and efficiency of primary and secondary education and increase access to post-secondary technical education through cooperation with the private sector". The proposed project will cover eligible countries.

7.7 United Nations Development Programme (UNDP)

There are two mechanisms through which UNDP assistance for the Educational Reform Strategy could be accessed. The first is through the Multi-Island Fund - a resource base totaling some US $3 mill set aside for regional programming in the OECS. The second involves resources allocated to individual countries based on the calculation of an Indicative Planning Figure (IPF) and usually programmed in five-year cycles. The current programming cycle began in 1992.

In both cases, the determination as to the use of these funds depends on a process which may be influenced by UNDP independent analysis but is largely dependent on priorities identified at the national level. Thus, UNDP assistance will be available to those countries which indicate that Education reform is a priority for funding under the Country Programme.

UNDP has expressed interest in and has been represented at all the major discussions on the implementation of the OECS Education Reform Strategy. As such technical assistance with the implementation of regional aspects of the programme may be made available.

7.8 Government of Japan

During the CGCED meeting held recently in Washington, there was an indication of interest on the part of the Government of Japan in assisting with the implementation of the OECS Education Reform Strategy.

There has been an indication that cooperation may be forthcoming in the areas of equipment and technical assistance. The Reform Council will, however, able to indicate clearly the areas of assistance which may be needed from this source.

8.0 CONCLUSION

It may be argued that the hallmark of the OECS education reform Strategy has been a concentration on process rather than on product. A key element in the process has been the emphasis on consultation as a means to ensuring that the reform process remains in the hands of and is actually animated by the technicians and people of the sub-region. Both in terms of the method adopted for originating the reform proposals and in terms of the suggestions made for their implementation, an attempt has been made to be consistent with this orientation. Thus, emphasis has been placed on developing systems, on promoting institutional capability and on human resource development, all of which are key factors in the promotion of sustainability.

Of significant importance is the proposal that emphasis be placed on the development of the tertiary education capacity of the sub-region, even as efforts are made to strengthen the pre-primary, primary and secondary sectors. This is meant to reflect the view that this sector is crucial to the development of manpower at all levels, to the development of research capabilities, as well as to new orientations which promise to link education with employment and entrepreneurship. Moreover, it is at this level that critical new alliances will be established and cemented: between education and communications, between knowledge and economic competitiveness, and hence between education and private sector interests.

Finally, emphasis has been placed on the formalization of structures which promote harmonization and integration of the education system of the sub-region - hence the proposals for councils, committees and organizations, as key elements in the educational planning and management structures of the sub-region. It is clear, however, that these proposals must not be interpreted as fostering fragmentation of the regional reform movement. Rather they must be interpreted as enriching the regional effort, contributing to and benefitting from on-going initiatives and structures in which OECS countries have been and will continue to be active and enthusiastic participants.

At this stage, the theme of the recently released Report of the West Indian Commission: a time for action - is most appropriate. Since the publication of the reform strategy, the question of education reform has been on the OECS front burner with respect to consultation and dialogue. Urgent action must now be taken to sustain the momentum and to rally the local, regional and international support which the reform strategy has already attracted. Urgent action is therefore needed with respect to the initial organization of ministries for accommodating the reforms at the national level. At the regional level, action must be taken to improve the capability of the OECS Central Secretariat to coordinate and manage the reform effort and to organize a Ministers of Education meeting to be followed by a donors meeting, preferably by early September 1992.

PROGRAMME AREA 1. MANAGEMENT OF THE REFORM PROCESS

NATIONAL OBJECTIVES	NATIONAL COMPONENTS	RESPONSIBLE for EXECUTION	FUNDING AGENCY	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6	YR 7	YR 8	YR 9	YR 10
1. To strengthen the managerial capacity of the education system of individual OECS member states across levels, and to transform the environment within which the management function is carried out. 2. To provide the Chief Education Officer with sufficient 'space' to allow him/her to assume or undertake the duties associated with leadership of the reform process at the National level and to assume responsibility for articulation of national and regional components of the reform effort. 3. To strengthen strategic policy analysis capabilities, including new approaches to the financing of education.	1. Review of the Ministry and Division of Education with a view to improving its structure and methods of operation in order to facilitate identification of educational goals and linkage of these goals with national socio-economic objectives.	MERU	CIDA										
	2. Orientation of senior management personnel to the strategies associated with team planning and management.	MERU	EDF/CIDA										
	3. Operationalizing and where necessary strengthening of consultative and management mechanisms in order to enable appropriate levels of participation and consultation of stakeholders in the reform process.	MERU	MINISTRY										
	4. Assessment and provision of assistance for the establishment of programmes aimed at strengthening the management of schools and the process of school-based management.	MERU	WORLD BANK										
	5. Preparation and release of a Five-Year Education Reform Work Plan complete with strategies and officers identified to lead the reform effort in each area.	MERU	USAID/EDF										
	6. Utilization of technical resources available internally or externally, to organize training programmes for sector managers in the implementation of educational projects.	MERU											

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REGIONAL OBJECTIVES	REGIONAL COMPONENTS	RESPONSIBLE for EXECUTION	FUNDING AGENCY	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6	YR 7	YR 8	YR 9	YR 10
1. To establish a dynamic reform management capability at the Central Secretariat to oversee, coordinate and access inputs for the reform process and to articulate the regional components of the reform strategy with national structures and programmes. 2. To access and assist on-going initiatives for strengthening national capability for policy analysis at the Ministries of Education and Finance (Note CARICOM COMMONWEALTH SECRETARIAT project being formulated).	1. Establishment/Operationalization of an OERS Reform Unit (to be comprised initially of a Reform Programme Manager and Education Planner with administrative support staff).	OECS CENTRAL SECRETARIAT	CIDA/EDF USAID/RDDC										
	2. Operationalization of an OERS Education Reform Council comprising Permanent Secretariats with observers (when appropriate).	OECS ED. REFORM UNIT (OERU)	EDF/USAID										
	3. Establishment of a capacity for the systematic collection and use of statistical and management information on a sub-regional basis.	OERU	EDF/CIDA										
	3. Assessment of on-going initiatives (COMMONWEALTH SECRETARIAT/CARNEID/ CARICAD) with a view to building on and possibly incoporating these initiatives into a comprehensive Ministry Administrative Reform Program	OERU	CIDA/EDF										
	4. Establishment/operationalisation of an OECS Curriculum Committee to promote establishment of norms and harmonisation at the primary and secondary level.	OERU	CIDA/EDF										
	5. Establishment of a capacity for training secondary principals and heads of tertiary level colleges in the sub-region.	OERU	WORLD BANK										
	6. Completion/distribution of a model Education Act which would serve as the basis for updating of education laws and regulations in the sub-region.	OERU	CIDA										

OECS WORK-PROGRAMME

PROGRAMME AREA 2. IMPROVEMENT OF TEACHER SKILLS AND CONDITIONS OF SERVICE

OBJECTIVES	NATIONAL COMPONENTS	RESPONSIBLE for EXECUTION	FUNDING AGENCY	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6	YR 7	YR 8	YR 9	YR 10
1. To improve the quality of teachers through the introduction of improved teachers preparation practices and programmes (pre-service and in-service teachers education) in the OECS. 2. To identify and operationilize appropriate strategies for increasing teacher motivation professionalism. 3. To orient teachers to new and effective teaching stragtegies and forms of classroom management.	1. Assessment of pre service options and installation of a pre-service capacity at national tertiary level colleges.	MERU	BDDC/EDF										
	2. Assessment of current in-service capability and effectiveness, with a view to expansion and improvement of that capability.	OERU/MERU	BDDC/EDF										
	3. Assessment and improvement in the overall capability of teacher training colleges and establishing communication linkages between tertiary level campuses.	OERU/MERU	BDDC/EDF										
	4. Assessment and reform (where nesessary - introduction) of the system of peripatetic teacher support and other services including teaching resource centres.	MERU/OERU	EDF/BDDC										
	5. Training for education specialists (including educational logisticians) across levels.	OERU/MERU	EDF/USAID										
	6. Assessment of pre-service options and installation of a pre-service capacity at tertiary level colleges.	MERU/OERU	BDDC										

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OERS WORK-PROGRAMME

PROGRAMME AREA 2. IMPROVEMENT OF TEACHER SKILLS AND CONDITIONS OF SERVICE C'tnd

OBJECTIVES	REGIONAL COMPONENTS	RESPONSIBLE for EXECUTION	FUNDING AGENCY	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6	YR 7	YR 8	YR 9	YR 10
	1. Assessment and reform of systems for school-based teacher training.	OERU	USAID										
	2. Investigation into appropriate approaches to pre-service teacher training at the primary and secondary levels and the preparation of appropriate guidelines.	OERU	USAID										
	3. Harmonisation of assessment and certification of teachers and education logisticians operating at the school level.	OERU	USAID										
	4. Investigation of options for teacher motivation and introduction of appropriate strategies including those pertaining to improved remuneration and/or benefits of teachers including those involved in pre-school sector and preparation of reports and guidelines.	OERU	USAID										

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OERS WORK-PROGRAMME

PROGRAMME AREA 3. IDENTIFICATION / IMPLEMENTATION OF INNOVATIVE TEACHING/LEARNING STRATEGIES

OBJECTIVES	NATIONAL COMPONENTS	RESPONSIBLE for EXECUTION	FUNDING AGENCY	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6	YR 7	YR 8	YR 9	YR 10
1. To transform the management culture of the classroom and thus to contribute to improved learning.	1. Preparation or assessment of baseline reports on curricula and teaching practice in each country.	MERU	USAID										
2. To facilitate further development of the pre-school education sector by providing support for private sector efforts to improve the sector.	2. Provision of small grants to teachers to implement reforms in the area of classroom management and instructional practice.	MERU	WORLD BANK										
	3. Encourage school based experimentation with innovative strategies for improving learning.	MERU	BDDC										
	4. Formal long-term training of educational personnel including those in curriculum design assessment and evaluation.	MERU/OERU	WORLD BANK										

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PROGRAMME AREA: IDENTIFICATION & IMPLEMENTATION OF INNOVATIVE TEACHING/LEARNING STRATEGIES C'tnd

OBJECTIVES	REGIONAL COMPONENTS	RESPONSIBLE for EXECUTION	FUNDING AGENCY	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6	YR 7	YR 8	YR 9	YR 10
	1. Installation of a regional mechanism (an OECS Curriculum Committee) for review and for provision of assistance to improve national capacity for curriculum development implementation and monitoring.	OERU	CIDA										
	2. Introduction of mechanisms for improved access to and development of educational materials including textbooks and science equipment.	OERU	CIDA										
	3. Harmonization of curricula, assessment and certification of teachers and other education logisticians operating at the school level.	OERU	BDDC/CIDA										
	4. Commission research into appropriate methods for improving the effectiveness of the teaching/learning process at the primary and secondary levels .	OERU	WORLD BANK										
	5. Review teacher training strategies with a view to bringing innovative practices to bear on the preparation of teachers as far as classroom management is concerned.	OERU	BDDC										
	6. Review of the secondary delivery system and the adoption of measures designed to improve the curriculum and instructional practice at this level.	OERU	WORLD BANK										
	7. Review of the functioning of centres currently delivering early childhood education and care, with a view to improving the regulatory framework as well as other government interventions in teacher preparation, materials development facilities development.	OERU	USAID										

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OERS WORK-PROGRAMME

PROGRAMME AREA 4. DEVELOPMENT OF PLANT AND FACILITIES

OBJECTIVES	NATIONAL COMPONENTS	RESPONSIBLE for EXECUTION	FUNDING AGENCY	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6	YR 7	YR 8	YR 9	YR 10
1.To render current school plant and facilities more conducive to effective teaching and learning, hence improving the effectiveness of the education delivery systems generally. 2. To identify and implement a school maintenance system, which will among other objectives allow for greater community contribution to the maintenance of schools.	1. Survey of plant and facilities and the preparation of reports and recommendation for improvements where necessary.	MERU	WORLD BANK										
	2. Increase in the capacity of existing pre-primary, primary, secondary and tertiary facilities through expansion of current facilities or construction of new facilities where necessary.	MERU	IDB										
	3. Construction of teacher support facilities (teachers resource centres) where necessary.	MERU	IDB										
	4. Refurbishment of pre-school, primary, secondary and tertiary facilities.	MERU	IDB										

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ERS WORK-PROGRAMME

ROGRAMME AREA 4. DEVELOPMENT OF PLANT AND FACILITIES

OBJECTIVES	REGIONAL COMPONENTS	RESPONSIBLE for EXECUTION	FUNDING AGENCY	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6	YR 7	YR 8	YR 9	YR 10
	1. Origination of appropriate architectural designs for primary and secondary schools which would serve as models for construction activity at the national level, giving due consideration to arrangements which facilitate improved natural cooling and provision of spaces which support the curriculum.	OERU	IDB										
	2. Construction of Model primary schools in each country.	OERU/MERU	IDB										
	3. Establish a mechanism for the identification of standards and the preparation of guidelines for use of educational spaces, and the monitoring of these standards.	OERU	IDB										
	4. Identification of appropriate maintenance regimes and investigation into a more dynamic role for the wider and the corporate community.	OERU/MERU	IDB										
	5. Resource acquisition for construction and refurbishment of plant at the national level.	OERU	--										

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EBS WORK-PROGRAMME

ROGRAMME AREA 5. FIVE KEY DEVELOPMENT INITIATIVES

OBJECTIVES	NATIONAL COMPONENTS	RESPONSIBLE for EXECUTION	FUNDING AGENCY	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6	YR 7	YR 8	YR 9	YR 10
. To develop the tertiary sector in he sub-region and hence improve its apability for planning and delivery f programmes in Science and echnology, Technical and Vocational ducation, Entrepreneurial Education nd Multi-lingual Education. . To develop appropriate education rogrammes for the promotion of egional competence in knowledge ntensive services. . To develop a capability to plan nd deliver appropriate adult and ontinuing education programmes.	1. Review of tertiary level capacity to plan and deliver programs in the above areas, but with particular regard to (a) implementation of appropriate research, (b) curriculum reform and materials development, (c) teacher preparation, (d) development of facilities.	MERU/OERU	EDF/GTZ										
	2. Rationalization/consolidation of tertiary delivery systems.	MERU/OERU	EDF										
	3. Formalization of relations with the private sector to promote the participation of this sector in skills-training and the acquisition of on-the-job experiences.	MERU	--										
	4. Develop management systems and training.	MERU/OERU	EDF/GTZ										
	5. Develop critical physical infrastructure and appropriate equipment and facilities where necessary.	MERU	EDF										
	6. Institute instructor training programmes as well as those designed to upgrade the status and conditions of the work of instructors.	MERU/OERU	GTZ										
	7. Develop programs to facilitate articulation of the key development initiatives with the formal and informal education structures.	MERU	GTZ/EDF										

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OERS WORK-PROGRAMME

PROGRAMME AREA 5. FIVE KEY DEVELOPMENT INITIATIVES

OBJECTIVES	REGIONAL COMPONENTS	RESPONSIBLE for EXECUTION	FUNDING AGENCY	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6	YR 7	YR 8	YR 9	YR 10
	1. Establishment of a sub-regional mechanism along the lines of the Association of Caribbean Tertiary Level Institutions (ACTI) -- a sub-regional branch of that entity working closely with the Reform Unit would seem appropriate.	OERU	EDF										
	2. Establish appropriate sub-regional programs in these areas using the Centres of Specialization Model (e.g Establish, in partnership with Cable and Wireless, a Centre of Specialization in Telecommunication and the media).	OERU	EDF										
	3. Prepare guidelines on the operation of Sub-regional Centres of Specialization.	OERU	EDF										
	4. Coordinate provision of technical and financial assistance to the individual Centres as well as to other tertiary programmes at the national level.	OERU	EDF										
	5. Organise a program of instructor training, both at recognised tertiary institutions (Regional and Extra-regional) and in-house.	OERU	EDF										
	6. Assess and further support initiatives for the development of a sub-regional capability in the delivery of adult and continuing education services and systems.	OERU	EDF										

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EDUCATIONAL PRIORITY MATRIX

APPENDIX I

COUNTRY	PRE-PRIMARY	PRIMARY	SECONDARY	TERTIARY	ED. MANAGEMENT	TEACHERS	ED. FINANCE
	LRH (2)	TPM (2)	TTIS (1)	TIT(IS) (1)	LRH (1)	ITSM (1)	SFMM (1)
	DPF (1)	DTSS (2)	TTPS	DPF (2)	MIS (1)	ITTS (1)	IPPS (1)
	CRR (2)	PEME DPF(1)	PEME	FEME (1)	EPPF (1)		
	MIAS (2)	TT(IS) TT(PS)		DCAE (2)			
BRITISH VIRGIN ISLANDS	DPF	DTSS (1)	IQSS (1)	DPF (2)	MIAS (1)	ATP (2)	SFMM (1)
	TPM	PEME (2)	TTPS (1)	TIT(IS)(1)	MIS (1)	ITSM (2)	ICRS (2)
	FEME	TT(IS) (1)	CRR (1)	DCS (1)	LRH (2)	DTSS (1)	IPPS (1)
		TPM (1)	PEME (2)	TDMC (1)		TT(IS) (1)	
		DPF (1)	DTSS(2)DPF(1)	DCAE (2)			
DOMINICA	LRH	TPM (1)	IQSS (1)	DPF(1)TPM(2)	LRH	ITSM (1)	SFMM (1)
	DPF	DPF (1)	PEME (1)	TDMC(1)DTSS 1	MIAS (1)	DTSS (1)	ICRS (3)
	TPM	DTSS(2) TT(IS)	TT(IS)(1)	DCAE(1)PEME 1	MIS (1)	DCPT (1)	IPPS (1)
	FEME	PEME(1) TT(PS)	CRR(1) TTPS	TT(IS)(1)	EPPF (1)	IITS (1)	
GRENADA	LRH	CRR(2) DTSS(1)	IQSS (1)	TDMC(1)DPF(1)	MIAS (1)	ITSM (1)	SFMM (1)
	DPF	TT(IS) (1)	PEME (1)	DTSS(1)PEME 1	MIS (1)	DCPT (1)	ICRS (3)
	TPM	PEME(1) DPF(1)	TTIS(2)DPF(2)	CRR(2)DCAE(1)	LRH (2)	DTSS(1)ATP(2)	IPPS (1)
	PEME	TTPS(2)	TTPS(1) CRR	TIT(IS)(1)	EPPF (1)	IITS(1)	
MONTSERRAT	LRH	CRR (2)	IQSS (1)	DCS (2)	MIAS	ITSM (1)	SFMM (1)
	DPF	DTSS(1)	PEME (1)	DPF (1)	MIS (1)	DTSS (1)	ICRS (3)
	TPM	TT(IS) (1)	TT(SI)(1)	TDMC (2)	LRH (2)	IITS (3)	IPPS (1)
	PEME	PEME(1) DPF(2)	TTIS(1)DPF(2)	DCAE (2)	EPPF (2)	DCPT(1)ATP(2)	
ST. LUCIA	LRH	CRR(1)	IQSS (1)	DPF (1)	MIAS (1)	DTSS (1)	SFMM (1)
	TPM	DTSS(2)	PEME (1)	PEME(1)	MIS (1)	IITS (1)	ICRS (3)
	DPF	PEME(1)	TT(PS)(3)	TIT(IS)(1)	LRH (2)	DCPT (1)	IPPS (1)
	PEME	TTIS (1)	TT(IS)(1)	TDMC(1)	EPPF (1)	IISM (1)	
		DPF(1) MIAS(1)	DPF (1)	DCAE(1)		ATP (1)	
ST. KITTS	LRH	CRR (1)	IQSS(1)	DPF PEME	MIAS (1)	ITSM (2)	SFMM (1)
	TPM	DTSS(1)	PEME (1)	TIT(IS)	MIS (1)	DTSS (1)	ICRS (3)
	DPF	TT(IS)(1)	TT(PS)(1)	TDMC (1)	LRH (2)	ATP(2)DCPT(1)	IPPS (1)
	PEME	PEME(1)TT(PS)2	CRR (2)	DCAE (3)	EPPF (1)	IITS(1)	
ST. VINCENT AND THE GRENADINES	LRH	CRR (2) DTSS(1)	IQSS(1)	DPF (1)	MIAS (1)	IISM (1)	SFMM (1)
	TPM	TT(IS) (1)	PEME(1)	PEME(1)	MIS (1)	DTSS (1)	ICRS (3)
	DPF	PEME (1)	TT(PS)(2)	TIT(IS)(1)	EPPF (1)	ITTS (1)	IPPS (1)
	PEME	TT(PS) (3)	CRR(2) DPF(1)	TDMC(1)DCAE	LRH (3)	DCPT(1)ATP(1)	

*** 1 Top Priority

2 Priority

3 Interested in Participation

*** ATP Assessment of Teacher Performance

CRR Curriculum Review and Reform

DACE Development of Adult and Continuing Education

DCS Development of Centres of Specialization

DCTP Development of Capability and Professionalization of Teachers

DPF Development of Plant and Facilites

DTSS Development of Teacher Support Services

EPPF Education Planning and Policy Formulation

ICRS Introduction of Cost Recovery Schemes

IQSS Improvement in the Quality of the Secondary System

ITIT In-Service Teacher and Instructor Training

ITSM Improving Teacher Status and Motivation

LRH Legal Review and Harmonisation

MISE Management Information System for Education

MIAS Management Training and Administrative Systems

PEME Provision of Education Materials and Equipment

SFMM Strengthen Financial Management of Ministries

TTIS Teacher Training (In-Service)

TTPS Teacher Training (Pre-Service)

TDMC Tertiary Development and Management Capability

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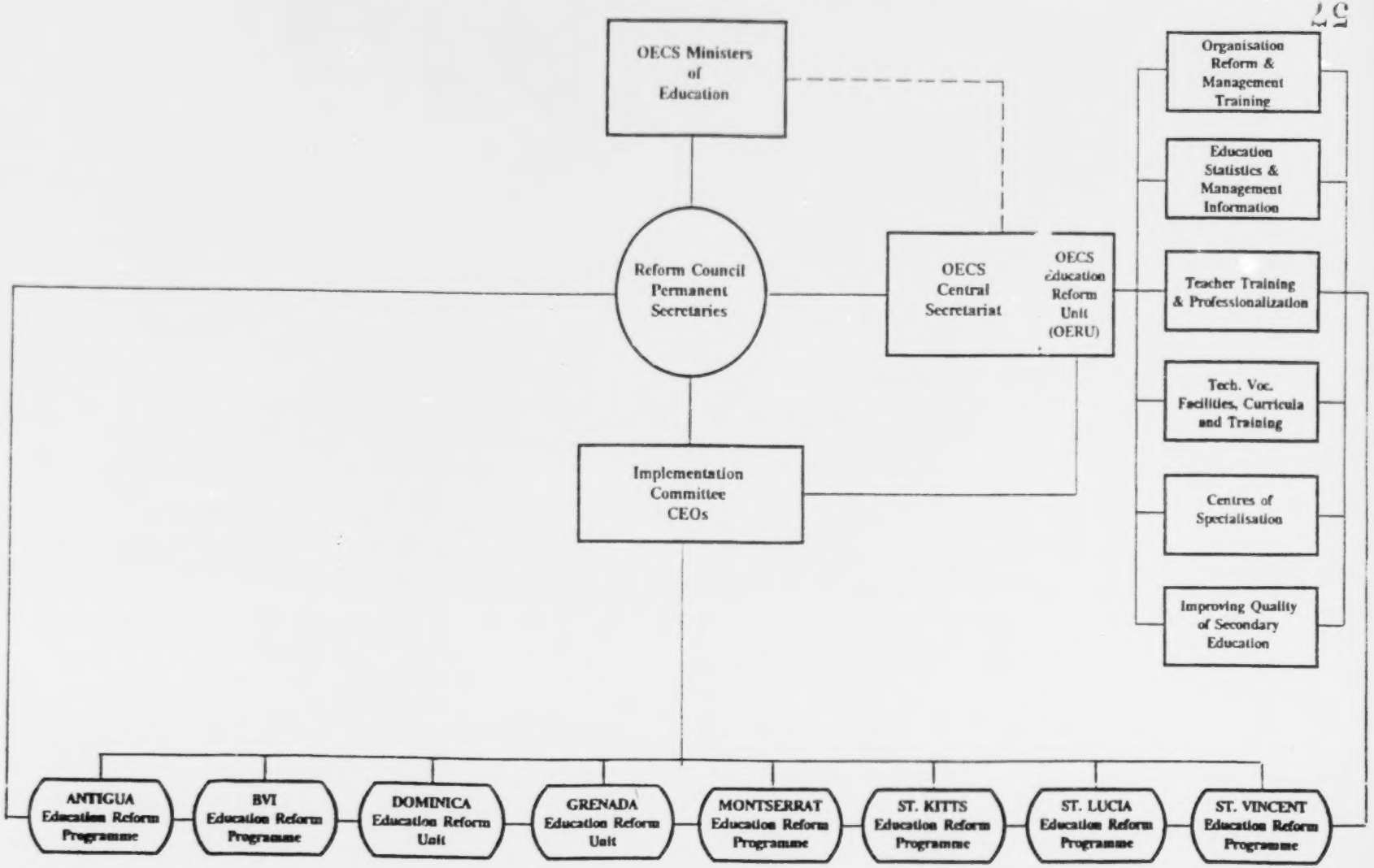
APPENDIX B

OECS Education Reform Strategy: Instruments and Process


OECS Ministers of Education
Reform Council Permanent Secretaries
OECS Central Secretariat
OECS Education Reform Unit (OERU)
Implementation Committee CEOs
Organisation Reform & Management Training
Education Statistics & Management Information
Teacher Training & Professionalization
Tech. Voc. Facilities, Curricula and Training
Centres of Specialisation
Improving Quality of Secondary Education
ANTIGUA Education Reform Programme
BVI Education Reform Programme
DOMINICA Education Reform Unit
GRENADA Education Reform Unit
MONTSERRAT Education Reform Programme
ST. KITTS Education Reform Programme
ST. LUCIA Education Reform Programme
ST. VINCENT Education Reform Programme

Terms of Reference

The Caribbean Network of Educational Innovation for Development (CARNEID), an entity dedicated to the promotion of educational innovations in the region, was identified to meet with educational officials and other stake holders, in order to obtain their views as to those elements of the strategy which should be regarded as priority and to which governments were committed. The terms of reference was as follows:

1. Review the OERS and related documentation in order to become thoroughly familiar with the thrust and detailed recommendations;

2. Confer with the Director-General of the OECS and the Chairman of the OECS Council of Education to become briefed and fully apprised of the orientations and intentions of the OECS;

3. Confer with Ministries of Education in all OECS countries to determine their commitments and priorities with regard to the implementation of the OERS;

4. Confer with donor agencies with current projects in education or planning such projects to determine their interests in the OERS, and communicate these to the Ministries of Education in order to achieve the best possible fit between regional priorities and donor interests;

5. Assist countries, where necessary, with compiling the results of their national consultations on the OERS in order to facilitate the identification of regional projects of interest to the largest number of countries; this would require effective networking among those coordinating the national consultations so that consensus around themes and strategies might emerge;

6. Develop an implementation plan that builds on national priorities within the framework of the OERS identifying specific regional projects, the countries committed to these projects and the sequence in which projects need to be initiated and implemented so that a phased approach to implementation is realized (over a 5 to 10 year period);

7. Conduct regional consultations on the implementation plan with representatives of Ministries of Education and secure specific commitments to regional projects and an overall schedule for at least the first five years, embodied in a reform programme;

8. Submit the draft reform programme to the OECS Secretariat for the approval of the Council of Education.

CARNEID COORDINATING CENTER
JULY 1992